

Contingency Plan – Outbreaks - For Individuals or Groups of Self-Isolating Pupils in **KS2**

Tier 1 (14 days) In the event of an individual child or a small group (10 children or less) needing to quarantine.

School Response	Staff Who to Inform?	Key Activities/Timetable		Online Learning
		Who?	What?	Planned Pathway for Oak Academy Lessons Teacher PowerPoints Assignments on MS Teams
<p>Follow the school lockdown strategy for children in quarantine.</p> <p>Remote learning lessons must be provided for the children at home using Microsoft TEAMS.</p> <p>Audit child access to devices at home (MS survey) and support parents to access these.</p> <p>The class teachers need to provide the children with logins and passwords to all the learning platforms that they require the child(ren) to access at home. (TTRS, Century Tech, MS Teams, Tapestry)</p>	<p>Attendance data tracked by headteacher to monitor any children testing positive and inform any decisions to isolate groups of children.</p> <p>Teachers should consider those children who are learning remotely in their planning.</p> <p>Teachers need to make best use of all online learning platforms with their classes in school, so the children are confident and able to use their login details proficiently i.e. MS Teams, Century Tech etc.</p> <p>Teachers to provide the children with logins and passwords to all learning platforms and ensure children have accessed these platforms. These should be stored by the teachers in case children lose/forget them.</p> <p>Schools (Technicians to support) must aim to provide a device to vulnerable families</p>	<p>Class Teacher Teachers will teach the children how to use platforms such a MS Teams in their weekly IT lesson. Access to digital devices will be timetabled so that all KS2 children have access to them.</p> <p>Weekly homework will be set on MS Teams and submitted online.</p> <p>Opportunities for blended learning will be considered in all planning.</p> <p>Communicate with children who are self-isolating and set assignments for them to complete on MS Teams.</p>	<p>LSA/TA/One to One Support Support the class teacher to deliver lessons, prepare resources and support children on MS Teams.</p> <p>IT Technician & Blended Learning Champions Support the class teachers with the technology.</p> <p>Support the downloading and links to pre-recorded videos if necessary.</p>	<p>The teacher will share their PowerPoints with the children who are isolating and use video lessons from Oak National and/or White Rose.</p> <p>The teacher will set up links for the children/families to access on the videos/work using a weekly timetable. Families will have more flexibility about when they access the learning across the week.</p> <p>Independent learning tasks linked to powerpoints/videos will be set as assignments for the children to complete and return.</p> <p>Children to upload work (photograph or to work on a Word document) to Teams onto an assignment or into specified folder. The teacher/ LSA would mark the assignments online and give feedback either at the end of the school day or during PPA sessions IF POSSIBLE.</p>

	(identified by headteacher) if they do not have one at home with software installed.	<p>Headteacher and Senior Leadership Team Deliver CPD for all staff at school to ensure there are confident to use the platforms.</p> <p>Check that the Technicians can provide the correct support. Maintain links with the families of the children.</p> <p>Deliver recorded assemblies for families to access.</p> <p>Monitor the pre-recorded lessons. The Headteacher will keep an updated record of families who can and cannot access digital devices to try to provide support where necessary.</p>	
--	--	---	--

Contingency Plan – Outbreaks - For Whole Year Group of Self-Isolating Pupils in **KS2**

Tier 2 (14 Days) In the event of a year group lockdown (partial).

School Response	Teachers Who to Inform?	Key Activities/Timetable		Online Learning
		Who?	What?	Use Pre-recorded Lessons, Assignments and Live Video Chat supplemented by Planned Pathway for Oak
<p>Follow the school lockdown strategy for children in quarantine.</p> <p>If the teacher(s) do not test positive for the virus or if they have the virus but are well enough to teach, then they can teach</p>	<p>The Headteacher will communicate any changes with staff.</p> <p>Attendance data tracked by headteacher to monitor any children testing positive and inform any decisions to isolate groups of children and protocols and expectations will be communicated with parents.</p>	<p>Class Teachers Opportunities for blended learning will be considered in all planning.</p> <p>Remote learning timetable will be in place at the beginning of each week with links to learning (videos, powerpoints, etc).</p> <p>Set assignments on Teams, mark them, give feedback and return. (The feedback will not be instant, and it can</p>		<p>Lessons are pre-recorded so the children can watch it later in the day or the following day - make sure lessons English, maths, phonics and reading lessons are recorded. To supplement English and Maths, teachers could use the Oak Academy Trust lessons, White Rose and BBC lessons too in some instances especially if the technology fails.</p> <p>All links to learning will be created on a weekly timetable (see appendix) to direct children and parents</p>

August 2020

Note: This a working document will be reviewed monthly. After the review it will be updated on a regular basis if necessary due to the ever-changing nature of COVID19.

<p>the children through remote learning.</p> <p>The children would be taught the same lessons using the remote learning planning format for English and Maths.</p> <p>Pre-recorded lessons may be uploaded so that children could replay the lesson or watch it later in the day if they missed it.</p> <p>The children can be provided with workbooks and would complete the</p>	<p>Teachers should consider those children who are learning remotely in their planning.</p>	<p>be verbal feedback using the audio button to record feedback).</p>	<p>to the appropriate learning. Parents and children can access these at home later in the day or the next day. (Depending on family circumstances, devices, and lifestyle.)</p> <p>Assignments will be set in MS Teams for the children to complete and return.</p> <p>The teacher/ LSA or nominated adult will mark the assignments online and give feedback as frequently as possible.</p> <p>Oak Academy lessons are likely to be used for foundation subjects.</p> <p>The teacher or nominated adult will contact groups of children one per week in small groups via video chat that will be scheduled using MS Calendar.</p>
	<p>Teachers need to make best use of all online learning platforms with their classes in school, so the children are confident and able to use their login details proficiently I.e. MS Teams, Century Tech etc.</p>	<p>LSA/TA MS Teams - support the class teacher to deliver remote learning and communicate with the children at home to provide support.</p> <p>TA to support with online marking and feedback.</p> <p>Make phone calls and/or video chat for vulnerable and disadvantaged children.</p>	
	<p>Teachers to provide the children with logins and passwords to all learning platforms and ensure children have accessed these platforms. These should be stored by the teachers in case children lose/forget them.</p>	<p>IT Technician / Blended Learning Champion Support the class teacher / TA with the technology (Communicate via MS Teams and check in with teachers)</p> <p>Support the downloading and links to pre-recorded videos if necessary.</p>	

<p>learning tasks in their workbooks and online.</p> <p>The remote learners would upload their work to the assignments tab in MS Teams.</p>	<p>Schools (Technicians to support) must aim to provide a device to vulnerable families (identified by headteacher) if they do not have one at home with software installed.</p>	<p>Headteacher and Senior Leadership Team Maintain links with the families of the children.</p> <p>Deliver updates via assemblies for the children in that year group and their parents.</p> <p>Post updates for staff via Teams.</p> <p>Monitor the live and pre-recorded lessons. (The lessons will be allocated to the lesson channels so that they can be viewed by owners and members of the Team.)</p> <p>Regular meetings with the teachers of those children via MS Teams to discuss updates and levels of engagement/ issues.</p>	
---	--	--	--

Contingency Plan – Outbreaks - For Whole School of Self-Isolating Pupils in **KS2**
 (School would still be open for key-worker children, vulnerable and disadvantaged children)

Tier 3 (Unknown time span – depends on the severity of the local/ national situation) In the event of all classes in the school needing to go into lockdown (No children in school just vulnerable & disadvantaged & key worker children still in school) Localised or national lockdown

School Response	Teachers Who to Inform?	Key Activities/Timetable		Options
		Who?	What?	
Keyworker children will be in their year group classrooms in the morning	The Headteacher will communicate any changes with staff.	Class Teachers	Opportunities for blended learning will be considered in all planning.	Teachers may need to link with other schools in the Trust and share pre-recorded lessons or links to live lessons.

August 2020

Note: This a working document will be reviewed monthly. After the review it will be updated on a regular basis if necessary due to the ever-changing nature of COVID19.

<p>and will access the pre-recorded learning via MS TEAMS supported by the class teacher.</p> <p>Keyworker children in the afternoon will be organised into bubbles and will complete learning in the foundation subjects, supported by a member of staff in school. Lessons may be live streamed into classrooms by subject specialists within school and/or the Trust.</p> <p>Children learning remotely will access pre-recorded videos through links on a weekly timetable.</p>	<p>The Headteacher will inform the Trust of any children testing positive, children/families not engaging with the remote learning, difficulties with digital devices, key issues regarding vulnerable/disadvantaged children/families, information about staff testing positive and remote learning issues.</p> <p>Teachers must create an online learning timetable for the week with links to the lessons.</p> <p>Teacher and TAs will need to communicate regularly throughout the week to discuss the learning and the needs of the children.</p> <p>Technicians will need to support staff and parents with the learning platform and try to allocate devices to disadvantaged children (Directed by the Headteacher).</p> <p>ELSA and SEND Maintain contact with key children and families via MS Teams and phone calls..</p> <p>Headteacher and SLT HT will monitor lessons, assignments, and the conversations in the MS Team Classrooms. Check that the safeguarding policy is being adhered to by pupils, teachers, and parents.</p>	<p>Remote learning timetable will be in place at the beginning of each week with links to learning (videos, powerpoints, etc).</p> <p>Set assignments on Teams, mark them, give feedback and return. (The feedback will not be instant, and it can be verbal feedback using the audio button to record feedback).</p> <p>Teachers will plan for regular opportunities for assessment. To ensure learning is happening and planning is informed.</p> <p>LSA/TA MS Teams - support the class teacher to deliver remote learning and communicate with the children at home to provide support.</p> <p>TA to support with online marking and feedback.</p> <p>Make phone calls and/or video chat for vulnerable and disadvantaged children.</p> <p>IT Technician / Blended Learning Champion Support the class teacher / TA with the technology (Communicate via MS Teams and check in with teachers)</p> <p>Support the downloading and links to pre-recorded videos if necessary.</p>	<p>Lessons are pre-recorded so the children can watch it later in the day or the following day - make sure lessons English, maths, phonics and reading lessons are recorded. To supplement English and Maths, teachers could use the Oak Academy Trust lessons, White Rose and BBC lessons too in some instances especially if the technology fails. (Note: During this time, the Trust will also create exemplar lessons for the schools for Grammar and Maths.)</p> <p>All links to learning will be created on a weekly timetable (see appendix) to direct children and parents to the appropriate learning. Parents and children can access these at home later in the day or the next day. (Depending on family circumstances, devices, and lifestyle.)</p> <p>Assignments will be set in MS Teams for the children to complete and return.</p> <p>The teacher/ LSA or nominated adult will mark the assignments online and give feedback as frequently as possible.</p> <p>Oak Academy lessons are likely to be used for foundation subjects.</p> <p>The teacher or nominated adult will contact groups of children one per week in small groups via video chat that will be scheduled using MS Calendar.</p>
---	---	---	--

	<p>Communicate on the MS Teams where necessary.</p> <p>Provide weekly assemblies, parent updates, staff updates and staff meetings.</p> <p>Video chats and/or phone calls with vulnerable families.</p>	<p>Headteacher and Senior Leadership Team Maintain links with the families of the children.</p> <p>Deliver updates via assemblies for the children in that year group and their parents.</p> <p>Post updates for staff via Teams.</p>	<p>Afternoon lessons to be taught by members of the subject specialists i.e. cooking, Art, history etc. Live lesson for all children – remote and in school. Children in school would watch the lesson and complete it at school. Children at home would complete the task at home and upload images and work to the MS Team.</p>
		<p>ELSA/SEND Maintain contact with key children and families via MS Teams. Use the SEND channel to communicate and update information.</p> <p>Contact the children and the families using the video chat and/or phone calls. Update outside agencies, SLT and class teachers using CPOMs and MS Teams.</p>	

Notes:

Key Points:	Possible Implications
Schools must have digital devices set aside for these scenarios so that children can access the learning platform and websites at home.	
SEND children who have an EHCP plan will have remote 1 to 1 learning with their TA. Teachers will provide lesson plans and resources for TA. (20-minute sessions – recorded so that that parents can view it and play it back for their child.)	
ELSA support – ELSA sessions to be conducted through online platform. Recorded and stored in an agreed MS Team/channel).	
Create a parent MS Form to investigate home access to digital devices for learning and for Wi-Fi access.	

Appendix

DfE Expectations

Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, **we expect schools to have the capacity to offer immediate remote education**. Schools are expected to consider how to continue to improve the quality of their existing offer and **have a strong contingency plan in place for remote education provision by the end of September**. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment, and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.


When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. **We expect schools to avoid an over-reliance on long-term projects or internet research activities.**

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils, and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

Example KS2 Remote Learning Timetable

					
Year 5 Week Commencing 28.09.2020					
Note for parents					
<ul style="list-style-type: none"> To access this week's learning, please click on the links. Work should be submitted by 4.30pm. Feedback will be provided.... 					
If you need to contact Mrs XXX, please e-mail year3@dsatleighfield.org					
	Monday	Tuesday	Wednesday	Thursday	Friday
Registration Time: 9.00am – 9.30am	Register here	Register here	Register here	Register here	Register here
Class Teacher Welcome and Weekly Overview					
Assembly	Leadership Assembly				Celebration Assembly
Maths Time: 9.30am – 9.45am	Multiples Challenge: Factors and Multiples Game	Factors Challenge:	Common Factors	Square Numbers	Cube Numbers
Reading https://home.oxfordowl.co.uk/ https://stories.audible.com/start-listen	Read this extract . Write a list of the vocabulary on TEAMS that you're not sure of.	Watch this video . Answer the questions.	Answer these questions .	Independent Reading	Independent Reading
Writing	To understand the historical context of Oliver Twist Independent Learning:	Analyse an Oliver Twist film clip and generate vocabulary Independent Learning:	To develop a rich understanding of words associated with meals Independent Learning:	To write the first part of an opening Independent Learning:	To plan the second part of the opening Independent Learning:
Spelling	Your spellings this week are: Association/session/dietician/abbreviation/dictation...				
	Watch the video To investigate suffixes -tion -sion -sion -sion	Practice your spellings	Practice your spellings	Practice your spellings	Spelling Test Submit your results here
Science	Century have created some science activities and nuggets. Visit: https://app.century.tech/login/ and enter the following class code. 3MRC9X				
Topic Learning	A Famous Tudor				
The Arts	Watch this video and draw a self-portrait of Henry VIII				